

data and compares themselves to benchmarks, partners can make course corrections and are clear that their contributions are adding value.

Team membership is periodically reviewed to ensure that the team includes representatives that support key functions and services within the system. In addition, partnerships are expanded as the group seeks to engage new target populations. For example, if individuals with disabilities are being targeted to participate within the career pathways system, the team reaches out to, and brings on as members, representatives from Vocational Rehabilitation offices and other state and local agencies who serve that population.

The leadership team will not be able to implement the career pathways system without the help of the staff members within the agencies and organizations represented on the leadership and operations teams. Therefore, once the leadership team convenes, it is important to inform all state and local staff members about the career pathways system being developed and implemented. Training multiple agencies' staff together on the new career pathways system will model collaboration and ensure that all staff members learn the same information.

For more information about strategic partnerships, view the Workforce3One webinar here: <https://www.workforce3one.org/view/3001107557559061701>

See an example of how local and state level career pathway efforts coalesced to support career pathway system development in Oregon in the **promising practice**, opposite.



ESTABLISH A SHARED VISION, MISSION, SET OF GOALS, AND PLAN

Once the career pathways leadership team is formed, it is important to establish a shared vision and mission aligned with common goals. The vision provides a directional statement and a framework for the team's area of influence and responsibility by describing the desired future state of the community in a way that inspires the team to progress. A mission statement—a brief description of the team's fundamental purpose—helps the team agree on what to work on together. Defining these elements will allow the team to establish an agreed-upon set of goals and develop a plan to guide collaborative work. As the system will evolve over time, the team commits to reviewing and revising the vision, mission, goals, and plans regularly to match changing interests and goals.

Developing a shared vision, mission, and set of goals is no easy task. According to national career pathways expert Julian Alssid, "Developing a career pathways system is really about getting stakeholders—businesses, educational institutions, workforce development and economic development entities, government agencies, community-based organizations and others – to identify a goal or objective that they can all agree to work on together. And that's no small order; given that these groups have different areas of focus, funding priorities, speak different languages and so on."

The leadership team may find it helpful to develop its shared vision and mission during a facilitated strategic planning ses-

QUICK TIP

WHEN CONDUCTING SERVICE MAPPING WITHIN THE COMMUNITY, REMEMBER TO:

- Assess the capacity of educational and training institutions
- Assess the strengths, weaknesses, challenges, and gaps within the state and region's education and training programs against meeting sector and industry training needs.
- Assess the wrap around and support service needs
- Assess the capacity of agencies that provide wrap around and support services

sion. The *Six Key Elements Readiness Assessment* tool (see tools section) can help the team form its implementation plan by having it look at progress, priorities, gaps, technical assistance needs, and next steps. The *Next Steps Action Planning* tool will lead the team to aligned, prioritized goals.

DEFINE ROLES AND RESPONSIBILITIES OF ALL PARTNERS

While some agencies provide services to the general population, others may serve only "targeted" populations. It takes a variety of agencies and/or funding streams to provide enough services and products to both targeted and universal populations. Without clearly defined roles and responsibilities, the system can be very confusing, and some responsibilities may be overlooked.

A prerequisite for defining the roles and responsibilities of each of the partners within the career pathways system is shared knowledge of the services each agency provides, the populations it serves, and the service models on which its programs are based.

Community service mapping is a process that your team can use to generate this knowledge. And in doing so, you will produce the data necessary for coordinating services among multiple agencies and identifying funding streams that can support the development of a career pathways system. The service mapping process will allow all parties to understand each others' existing roles and responsibilities. Your team can then develop an operational and strategic plan to be carried out by team members who are assigned functional roles and/or individual task responsibilities. Your team may decide to formalize these relationships with a written agreement or within a memorandum of understanding (MOU) in order to support sustaining relationships over time.

The chart at the bottom of the page outlines some of the common roles and responsibilities assigned to the key partners involved in developing a career pathways system.

IDENTIFY AN INTERMEDIARY TO COORDINATE DAY-TO-DAY COLLABORATION

Development of a career pathways system requires day-to-day, on-the-ground coordinating of cross-system activities and collaboration, often coordinated by one organization or agency. This organization functions as a go-between, or *intermediary*, coordinating the work of all the separate partners. The intermediary takes care of various operational functions identified by leadership team members, such as coordinating and facilitating team meetings and supporting completion of action plans. In a broader sense, the intermediary is responsible for daily thinking about the next steps needed to move the system forward, and therefore needs to stay one step ahead of the leadership team. The intermediary also serves as the system's champion, promoting it to the leadership team, key partner agencies, and the community as a whole.

Early on in the development of your initiative, your team will want to decide which person and/or agency will take lead in coordinating the leadership group activities and assigned tasks involved in carrying out the initiative.

state officials acting in advisory and supporting roles? However the working relationship is defined, it is important to ensure that roles are understood and agreed upon among partners at the state and local levels. Like other partnerships, it may be useful to formalize these relationships with a written agreement or within a memorandum of understanding (MOU). See the **Tool Box** for an MOU that defines one example of a state/local working relationship.

CLARIFY WORKING RELATIONSHIP BETWEEN STATE AND LOCAL PARTNERS

In addition to clarifying the roles and responsibilities of the various collaborating partners, the leadership team may want to define the working relationship between the state-level agencies and the local-level agencies and partners. Are decisions made at the state level, with local officials expected to implement them? Or are most decisions made at the local level, with

Workforce Agencies	Provide labor market information Engage employers Recruit and make referrals Provide support services Assess skills Provide job search assistance Provide job placement services	Educational Institutions and Agencies	Design programs Develop curricula "Chunk" and "modularize" curricula Create links between credit and non-credit Promote portability through articulation agreements Provide support services Assist with financial aid
Economic Development Agencies	Provide labor market information Engage employers	Human Services Agencies	Recruit and make referrals Provide support services Engage employers
Community Based Organizations	Recruit and make referrals Engage employers Provide support services	Employers	Develop curricula Provide trainers/faculty Provide training facilities and equipment Provide employment/internships

Team Tools

See Section Two—*Team Tool How-to Guide* for facilitator instructions for each of the following tools:

Six Key Elements Graphic Framework <https://learnwork.workforce3one.org/view/2001120641504542734/info>

Six Key Elements Readiness Assessment Tool (printable documents) <https://learnwork.workforce3one.org/view/2001120642516555109/info>

Six Key Elements Readiness Assessment Tool (online tool) <http://www.mahernet.com/tiki/tiki-login.php>

Six Key Elements Action Planning Tool <https://learnwork.workforce3one.org/view/2001120642119875739/info>

Service Mapping Tools <https://learnwork.workforce3one.org/view/2001120642445820802/info>

Reports and Publications

Career Pathways Initiative: Building Cross-Agency Partnerships webinar recording, U.S. Department of Labor and Social Policy Research Associates, March 2011 <https://www.workforce3one.org/view/3001107557559061701>

Sample Partner Agreements <https://learnwork.workforce3one.org/view/2001126942046585407/info>